DOCUMENT RESUME

ED 061 798 FL 002 993

AUTHOR	Krear, Serafina; Voci, Frank
TITLE	The Role of the Teacher Aide in Second Language Programs.
INSTITUTION	California Association of Teachers of English to Speakers of Other Languages.
PUB DATE	72
NOTE	6p.
JOURNAL CIT	California Association TESOL Newsletter; v3 n3 Spr 1972
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Bilingual Education; *Bilingual Teacher Aides; English (Second Language); Minority Groups; Nonprofessional Personnel; *Paraprofessional School Personnel; Questionnaires; Second Language Learning; *State Surveys; *Teacher Attitudes; *Teacher Role

ABSTRACT

To investigate the role of the teacher aide in second language programs, the California Association of Teachers of English to Speakers of Other Languages (CATESOL) has issued a questionnaire to teacher aides in the Title VII bilingual projects in California. The questionnaire and conclusions drawn from replies are presented here. Information is provided on the attitudes, background, and activities of teacher aides. An increasing number of paraprofessionals can be found in second language programs, but the oversupply of certified teachers is likely to curb the need for and the growing number of teacher aides. (VM)

ED 061798

From: California Association Teachers of
English to Speakers of Other Languages
Newsletter; Vol. 3, No. 3, Spring 1972.

THE ROLE OF THE TEACHER AIDE IN SECOND LANGUAGE PROGRAMS

Serafina Krear and Frank Voci

A decade ago, the viability of enlisting non-certified personnel as facilitators of learning in public school classrooms was seriously questioned by many educators. The increase in numbers of state and federal educational projects for minority students has been accompanied by an increase of non-certified personnel in public school classrooms. This situation has raised many questions with respect to the qualifications, training, role and function of paraprofessionals. Clearly, in programs designed to improve the educational achievement and the aspirational goals of minority students, language development is a common denominator. There is a consensus of opinion that certified teachers are not adequately trained in second language theory and methodology to produce significant changes in their students. Then it follows that the problem is becoming intensified. We have reason to believe that this is not necessarily the case.

In an attempt to describe the state of the art in terms of non-certificated personnel in second language programs, the California Association of Teachers of English to Speakers of Other Languages and/or Dialects has conducted a survey. The purpose of this survey has been (1) to describe the role and function of paraprofessionals in second language programs, (2) to determine the in-service training needs of paraprofessionals, (3) to give direction to CATESOL for providing assistance to its membership.

In March, 1971, an Ad Hoc Committee to study the role of the teacher aide was appointed by the incoming president of CATESOL, Dr. Serafina Krear. Mrs. Lucy Lemus and Mrs. Patricia Vega, paraprofessionals with second language teaching experience, co-chaired the Committee; Dr. Frank Voci was named advisor to the Committee. On May 29, 1971, a meeting was held at the El Rancho Hotel in Sacramento. Dr. Wilson Riles, State Superintendent of Public Instruction attended the committee meeting and expressed enthusiastic interest in the proposed survey. Other professionals and paraprofessionals were invited to attend the meeting to give direction to the Committee. The following persons attended the initial Ad Hoc Committee meeting:

Helen Ariela
Mary Ayala
John Chacon
Amparo Compean
Marta Espinosa
Dora Guzman
Gloria Hernandez
Serafina Krear
Lucy Lemus
Bill Mariano
Racquel Montenegro
Mary Montoya
Maria Nunez
Egla Rangel
Wilson Riles
Marvela Sala
Patricia Vega
Frank Voci
Rachel Wong

FL 002 993

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The Ad Hoc Committee developed a list of questions and concerns to be included in a questionnaire to the teacher aides. The authors developed the survey instrument which was mailed to the directors of the Title VII Bilingual projects in California. 784 questionnaires were distributed to the project directors; this number is an indicator of the number of teacher aides in the various projects. The postmark was the only identification on the returned questionnaires. The following postmarks indicate the areas included in the list of respondents:

Artesia	Olivehurst
Barstow	Pomona
Carpinteria	Sacramento
Chula Vista	Saint Helena
El Monte	San Francisco
Escondido	San Jose
Fountain Valley	Tulare
Healdsburg	

The fifteen areas of response represent approximately 30% of the bilingual programs in the State. 73 questionnaires were returned representing nearly 10% of the teacher aides in the projects. Although a higher response would have produced a more reliable indicator, the data gathered is sufficient to give a picture of statewide trends.

The following generalizations can be made upon examination of the tabulated responses:

1. The most popular titles for paraprofessionals are teacher aide and instructional aide.
2. Paraprofessionals enjoy teaching in Spanish and assisting the teacher.
3. Paraprofessionals generally do not enjoy correcting papers.
4. Training has been provided in SSL and ESL.
5. Paraprofessionals are receptive to more training especially in culture.
6. Paraprofessionals feel most comfortable working with children.
7. Highest grade attended clusters around secondary and junior college experience.
8. The educational goals of paraprofessionals indicate a strong desire to continue; 26% would like to get a credential.
9. Although over 57% wish to continue their education, less than 40% are currently continuing.
10. More paraprofessionals feel they are stronger in English than in Spanish.
11. Nearly 70% of the certified teachers in the program are bilingual.

12. Although there is evidence that projects are visited regularly, the visitors are less likely to be non-certified personnel.

13. Paraprofessionals teach even when there are visitors more often than not.

14. Less than 40% of the respondents have not visited other programs.

15. 100% of the respondents are not members of CATESOL; over 43% of them indicate no knowledge of the organization.

16. The greatest interest (45%) is in learning methods and techniques; conferences, workshops, videotapes and films were favored over written materials that CATESOL might provide.

17. Paraprofessionals spend more time in small group instruction; they spend more time assisting the certificated teacher than in total class instruction.

18. 45% of the respondents indicate they would prefer to spend more time in small group instruction.

19. Nearly 50% report that the teacher prepares the lessons; nearly 47% plan their own lessons and/or prepare their own materials.

20. The greatest number of years of experience was less than one year; 78% have three years or less.

21. The greatest number indicate earning from $2.00-$2.50 per hour; 65% earn a minimum of $2.00 per hour; nearly 10% earn over $3.00 per hour.

22. Nearly 40% work more than 30 hours per week.

Conclusions that can be drawn from the findings in this survey are as follows:

1. As a group, paraprofessionals in bilingual programs seem to have at least a high school education, a desire to continue their education and training, an interest in learning about their programs, and a willingness to participate in an association that could provide assistance to them.

2. The role of the paraprofessional and his perception of it includes active involvement in the instructional program, satisfaction in working with children, freedom to plan lessons and prepare materials.

3. As a group, paraprofessionals are working nearly as many hours as certificated teachers but being paid an hourly wage in place of a salary.

Although an increasing number of paraprofessionals can be found in second language teaching roles, there is reason to believe that there are forces gaining momentum that will counteract the mushrooming of this recent trend. The oversupply of credentialed teachers and the modernizing of teacher training programs are creating a new situation. Credentialed teachers who desperately need employment are accepting positions as teacher aides. Many minority students who have recently been attracted to college campuses are specializing in second language and/or dialect education. One can speculate therefore that with certificated teachers squeezing paraprofessionals out of potential employment and with a wave of qualified and trained minority teachers beginning to seek employment, the conditions prevalent today will not prevail for long. This speculation, however, raises interesting questions about the employed credentialed teachers who need and want to improve their efficiency as second language teachers alongside the paraprofessionals who wish to become credentialed. If school districts begin to move in the direction of year-round schools, one outcome will be systematic recycling of personnel for training and retraining purposes. Since schools of education don't seem to be slowing down their operations substantially in view of the oversupply of teachers, one can predict that the combination of these trends add up to a huge oversupply of highly trained personnel. When quantity is no longer a problem, quality surfaces as the deciding factor. There is nothing but hope on the horizon for the second language learners of tomorrow, for we predict that after teachers and paraprofessionals have internalized all the methods and techniques that trainers can develop, their warmth and their ability to relate with their students will be the most significant criteria for employment. And that's as it should be.

CATESOL QUESTIONNAIRE ON TEACHER AIDES

1. My title is:

___ (a) teacher assistant
___ (b) teacher aide
___ (c) instructional aide
___ (d) paraprofessional
___ (e) other (_____)

2. The part of my job I enjoy most is:

___ (a) teaching in Spanish
___ (b) teaching in English
___ (c) preparing materials
___ (d) correcting papers
___ (e) supervising children
___ (f) assisting the teacher

3. The part of my job I enjoy least is:

___ (a) teaching in Spanish
___ (b) teaching in English
___ (c) preparing materials
___ (d) correcting papers
___ (e) supervising children
___ (f) assisting the teacher

4. I have received training in teaching:

___ (a) English as a second language
___ (b) Spanish as a second language
___ (c) Reading in Spanish
___ (d) Spanish as a medium of instruction
___ (e) culture

5. I would like training in:

___ (a) English as a second language
___ (b) Spanish as a second language
___ (c) Reading in Spanish
___ (d) Spanish as a medium of instruction
___ (e) culture

6. I enjoy working most with:

___ (a) parents
___ (b) children
___ (c) teachers
___ (d) administrators
___ (e) other teacher aides

7. Highest grade attended in my education:

___ (a) 1-3
___ (b) 4-8
___ (c) 9-12
___ (d) Junior College
___ (e) B.A.
___ (f) graduate work

8. I would like to:

___ (a) continue my education
___ (b) get a credential
___ (c) earn my B.A. degree

9. At present I am:

___ (a) continuing my education
___ (b) getting my teaching credential
___ (c) earning my B.A. degree

10. My strongest language is:

___ (a) English
___ (b) Spanish
___ (c) Portuguese
___ (d) Cantonese
___ (e) Japanese
___ (f) other (_____)

11. The teacher with whom I work speaks:

___ (a) English
___ (b) Spanish
___ (c) Portuguese
___ (d) Cantonese
___ (e) Japanese
___ (f) other (_____)

12. Our project has been visited by other:

___ (a) teacher aides
___ (b) teachers
___ (c) administrators

13. When we have visitors:

___ (a) I give a demonstration lesson.
___ (b) I do not give demonstration lessons.
___ (c) I would like to give a demonstration lesson.

14. Regarding visitations:

___ (a) I have visited other bilingual programs.
___ (b) I have not visited other bilingual programs.
___ (c) I would like to visit other bilingual programs.
___ (d) I would not like to visit other bilingual programs.

15. CATESOL (California Association of Teachers of English to Speakers of Other Languages):

___ (a) I know nothing about CATESOL.
___ (b) I would like more information about CATESOL.
___ (c) I am a member of CATESOL.
___ (d) I would like to become a member of CATESOL.

16. CATESOL could best serve my needs and interests with:

___ (a) Newsletters and publications.
___ (b) Conferences and workshops.
___ (c) teaching methods and techniques
___ (d) materials and bibliographies
___ (e) videotapes and films of sample lessons being taught.

17. In the instructional program, I spend a greater part of my day with:

___ (a) small groups
___ (b) total class
___ (c) planning
___ (d) assisting
___ (e) supervising children
___ (f) clerical duties

18. I would prefer to spend more time on:

___ (a) small groups
___ (b) total class
___ (c) planning
___ (d) assisting
___ (e) supervising children
___ (f) clerical duties

19. Lessons and materials:

___ (a) I plan my own lessons.
___ (b) The teacher plans the lesson
___ (c) I prepare my own teaching materials.
___ (d) The teacher prepares the teaching materials.
___ (e) I prepare the lessons for th teacher.
___ (f) I prepare materials for the teacher.

20. Numbers of years employed as teacher aide:

___ (a) Less than one year
___ (b) 1 year
___ (c) 2 years
___ (d) 3 years
___ (e) 4 years
___ (f) 5 years
___ (g) 6 or more years

21. My hourly pay rate is:

___ (a) $1.35 - $1.65
___ (b) $1.70 - $2.00
___ (c) $2.00 - $2.50
___ (d) $2.50 - $3.00
___ (e) over $3.00

22. Number of hours worked per week

___ (a) 5-10
___ (b) 11-15
___ (c) 16-20
___ (d) 21-25
___ (e) 26-30
___ (f) more than 30